PRACTICAL NURSE COLLABORATIVE CURRICULUM

KEYANO COLLEGE

COURSE OUTLINE

PN 200
NURSING FOUNDATIONS III:
MEDICAL/SURGICAL NURSING

FALL 2013

September 5, 2013–October 4, 2013

INSTRUCTOR: Catharine Szpak

NURSING FOUNDATIONS III: MEDICAL/SURGICAL NURSING
Course Outline

Table of Contents

NURSING FOUNDATIONS III:
MEDICAL/SURGICAL NURSING
COURSE OUTLINE

NURSING FOUNDATIONS III: MEDICAL/SURGICAL NURSING *   Semester III

This nursing foundations course provides instruction in the integration of knowledge and skills required to provide competent nursing care to the medical/surgical client. A client may require medical or surgical intervention to achieve optimal health. The practical nurse plays a major role in the care of the client admitted to hospital for medical or surgical interventions.

Pre-requisites: All Year One Courses

COURSE HOURS

TOTAL HOURS: 135   LECTURE: 45   LAB: 90   CREDITS: 9

COURSE DESCRIPTION

The focus of this nursing course is on nursing care and related skills based on evidence-informed medical/surgical nursing practice. The learner builds upon previous nursing knowledge and related theory in adapting the nursing approach to the care of the medical/surgical client using the nursing metaparadigm and the nursing process. The learner continues to develop leadership skills through the experience of mentorship. A laboratory component is included in which learners apply theory and practise nursing skills related to medical/surgical nursing, including intravenous medication administration.

TUTOR INFORMATION

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Office hours: Mondays 1-4 pm

GENERAL LEARNING OUTCOMES

Upon successful completion of this course, the learner will meet the following outcomes:

1. Describe the role of the practical nurse and interdisciplinary health-care team in the medical/surgical setting.

2. Integrate the nursing metaparadigm, nursing theories, and related knowledge into nursing practice in providing holistic care for the medical/surgical client.

3. Explain safety as it applies to care of the client and working with the interdisciplinary team in a medical/surgical setting.

4. Apply nursing process to practise safe and holistic nursing care of the medical/surgical client.

5. Demonstrate the safe application of medical/surgical skills.

6. Integrate concepts of self-care and nurse-client synergy when providing medical/surgical nursing care and promoting health.

7. Apply principles of teaching and learning related to the medical/surgical client.

8. Identify the legal and ethical principles in the care of the medical/surgical client.

9. Demonstrate cultural competence in the provision of nursing care.

10. Demonstrate documenting and reporting of pertinent client information.

11. Integrate professionalism and leadership in lab practice.

12. Incorporate research findings in evidence-informed practice in the delivery of medical/surgical nursing care.

13. Demonstrate reflective practice for personal and professional growth and continuous learning.

Instructional Methods

- This course uses a variety of teaching/learning methods including: discussion, experiential exercises, learner presentations, role-plays, case studies, lectures, reflection, lab demonstration and practice, and group activities. These course activities provide the opportunity for learners to learn with and from others who are undergoing a similar learning experience.

- The course emphasizes pre-class preparation, participation in interactive classes, and post-class reflection and review. The learner is expected to take an active part in class discussions and take responsibility for his/her own learning. The instructor's role is to facilitate learning.

PRACTICAL NURSING PROGRAM POLICIES

Please refer to Keyano College Practical Nurse Handbook for specific Practical Nursing Program policies and to Keyano College Calendar for general College policies.

Please review the Keyano College Nursing Program Policy on Clinical Attire, which is outlined in the student handbook. The following are required items for clinical: nametag, health centre ID, watch, penlight, black pen, bandage scissors and stethoscope.

LATE POLICY FOR ASSIGNMENTS

All assignments are to be passed in at the time and place they are due. Please see timetable. Extensions on assignments may be granted and must be negotiated with the tutor prior to the due date and with a date specified for late submissions. If prior arrangements are not made, a penalty of a letter grade for each working day that an assignment is submitted after the due date will be deducted from the final grade i.e. an assignment graded at B would receive an adjusted grade of B- if handed in one day late; if two days late, the grade is adjusted to C+ etc.

SPECIALIZED SUPPORTS & DUTY TO ACCOMMODATE

DISABILITY SUPPORT SERVICES: LEARNER ASSISTANCE PROGRAM

If you have a documented disability or you think that you would benefit from some assistance from a Disabilities Counselor, please call or visit the Disability Supports Office 780-792-5608 to book an appointment (across from the library). Services and accommodations are intended to assist you in your program of study, while maintaining the academic standards of Keyano College. We can be of assistance to you in disclosing your disability to your instructor, providing accommodations, and supporting your overall success at Keyano College.

SPECIALIZED SUPPORTS AND DUTY TO ACCOMMODATE

Specialized Support and Duty to Accommodate are aligned with the office of Disability Support Services: Learner Assistance Program (LAP) guided by federal and provincial human rights legislation and defined by a number of Keyano College policies. Keyano College is obligated by legislation to provide disability-related accommodations to students with identified disabilities to the point of undue hardship.

1. Students will work through 10 Units in the classroom. Units to be covered in Nursing Foundations I: Introduction to Nursing are:

Unit 1: Foundations of Medical/Surgical Nursing

Unit 2: Management of Perioperative Client

Unit 3: Management of Client with Altered Oxygenation

Unit 4: Management of Client with Altered Protective Mechanisms

Unit 5: Management of Client with Altered Elimination

Unit 6: Management of Client with Altered Fluid and Electrolyte Balance

Unit 7: Management of Client with Altered Neurosensory Function

Unit 8: Management of Client with Altered Nutrition

Unit 9: Management of Client with Altered Cardiovascular Function

Unit 10: Management of Client with Altered Musculoskeletal Function

Unit 11: Management of Client with Altered Endocrine Function

Unit 12: Management of Client with Altered Reproductive Function

2. Students will participate in 9 Labs. The nine labs covered in Nursing Foundations III: Medical/Surgical Nursing include:
- Perioperative Care
- Neurosensory Function
- Musculoskeletal Function
- Wound Care
- Oxygenation
- Fluid and Electrolyte Balance
- Nutrition
- Cardiovascular Function
- Elimination

Orientation to Lab Setting

Labs are professional settings that require professional behaviour. Each lab contains equipment required to perform the specific nursing skill. Equipment in the labs is expensive and is to be used only in the manner in which it is intended. (For example, wheelchairs are for practising transfers and should not be used by students as chairs or to perform stunts.)

Please report any equipment malfunctions to your instructor. Familiarize yourselves with how each bed works as you will be using beds frequently during assessments and skill

Preparation for Labs

Preparation for lab is essential. Theoretical concepts will not be taught in the lab setting. You are responsible for completing the readings, lab exercises, and videos as well as practising the skills prior to coming to lab. Lab exercises must be completed and handed in as required. Each lab focuses on a specific personal safety skill and the underlying principles. Students are encouraged to practise and to coach each other as well as recognize best practice in performing the given skill. Students are expected to utilize their time effectively within the lab setting and come prepared for the learning experience. They are also expected to demonstrate reflective practice following each guided practice lab session.

Guided Practice and How It Works

Guided practice encourages independent learning and critical thinking when learning nursing skills. It increases your ability to apply knowledge from theory to the lab to the clinical area.

Guided practice is defined as a "facilitated environment where interactive and experiential learning takes place." Compare your skill practice and demonstration of nursing skills with the criteria in the marking guide. Instructors use these criteria to determine the final grade for guided practice.

Guided practice labs:

- Encourage discovery learning through the application of principles as opposed to "step-by-step" rote learning
- Validate learning from the curriculum and classroom
- Provide interactive performance experiences/opportunities
- Allow students to practise nursing skills until they "get it right"
- Encourage integration of knowledge into nursing skills
- Demonstrate there is more than one method or way of performing a skill safely
- Reduce student anxiety
- Encourage students to learn from each other

- Provide a way to assess student readiness for clinical practice

The theory related to each nursing skill is found in the assigned readings. Before each guided practice lab session, you are expected to complete the required readings and view the video demonstration on the nursing skill as directed in this guided practice Lab Manual. The lab instructor demonstrates the skill at the start of each guided practice lab session.

Small groups of students are assigned to each lab instructor. The lab instructor acts as facilitator/coach during the guided practice session. You are expected to practise your skills more than once during the lab session to develop your confidence and competency with each skill. Once you have practised the skill, the instructor will introduce situations/scenarios into the lab practice that provide opportunities to demonstrate critical thinking behaviours. You are also expected to coach/mentor each other, providing constructive feedback.

Once you have successfully demonstrated competence in a skill, you will receive a "pass" on that skill. You must demonstrate competence in each skill by the end of the course to achieve a "pass" in the guided practice nursing skills lab portion of any theory/lab course.

Guided Practice

Guided practice provides a lab practice environment that is a **safe** place for students to learn clinical skills and begin to integrate theory into practice and continue the development of critical thinking skills. Learning within the lab setting takes place in small groups (8 to 12 students) and is interactive, giving students the opportunity to learn from one another in a collaborative atmosphere.

Each lab focuses on a specific personal safety skill and the underlying principles. Students are encouraged to practise and to coach each other as well as recognize best practice in performing the given skill. Students are expected to utilize their time effectively within the lab setting and come prepared for the learning experience. Students are also expected to demonstrate reflective practice following each guided practice lab session.

Completion of each corresponding lab exercise is required to pass (successfully complete) the guided practice skills session. Failure to complete and hand in the required lab exercises will result in an incomplete for that particular session.

All guided practice skills and exercises must be successfully completed in order for you to be eligible to participate in the Practical Exam.

OVERVIEW OF COURSE ASSESSMENT

To receive credit in Nursing Foundations III: Medical/Surgical Nursing, the learner must complete all course requirements, which include medication calculation component, critical thinking assignment, research paper, clinical integration assessment, building a professional profile, a mid-term exam, and a final exam. Course credit will not be given if only parts of the course have been completed.

DISTRIBUTION OF MARKS

THEORY		
	Medication Calculation Proficiency	**Pass/Fail**
Midterm Exam; multiple choice	Demonstrate knowledge of course content (Units 1–5)	**25%**
Math Calculation Proficiency Exam	Demonstrate knowledge of math calculations	**Pass/Fail**
Assignment 1	Research of Best Practice – Application to Nursing Care	**25%**
Assignment 2	Building Your Professional Profile	**10%**
Final Exam Cumulative; multiple choice	Demonstrate knowledge of course content	**40%**
LAB		
Clinical Integration Assessment	Demonstration of integration of nursing knowledge and skills in the lab setting	**Pass/Fail**
	Total	**100%**

PASSING LEVEL AND GRADING SCALE

This is a combined theory and lab course. A learner cannot pass this course by being proficient in theory but not proficient in the integration of nursing theory and application of nursing skills in a guided practice laboratory setting.

Learners must complete **all** assignments and examinations to receive a final theory grade. Learners will not be allowed to rewrite assignments or exams to raise their theory grade. Learners must successfully demonstrate nursing skills in guided practice laboratory setting.

To receive credit for Nursing Foundations III a learner must achieve each of the following:

- A minimum overall grade of 1.7 (C–) or 60%

- A pass in the guided practice lab component

Refer to the Practical Nurse Program Handbook for information regarding grading scale, extensions, and other program standard practices.

Nursing Labs

Attendance at Nursing Labs is MANDATORY

Learners must successfully demonstrate nursing skills learned in this course in the lab setting during guided practice. They will also practise giving feedback and participating in reflective practice during the lab sessions. **If a learner does not receive a grade of "pass "in the guided practice nursing skills component, he/she will be required to repeat the course.**

Important Additional Information

Note to all learners: It is the learner's responsibility to retain course outlines for possible future use in support of applications for transfer credit to other educational institutions.

COURSE ASSESSMENT

Assessment of mastery of the content of Nursing Foundations III: Medical/Surgical Nursing will be determined through the learner's meeting of expectations for the following:

- Mastery of medication calculations related to a medical/surgical client
- Application of research to best practice nursing of a medical/surgical client
- Demonstration of safe, competent nursing care related to a medical/surgical client
- Demonstration of critical thinking and reflective practice
- Building a professional profile
- Clinical Integration Assessment
- Midterm and final exams

Medication Calculation Proficiency

The exam will include course appropriate level of application of dosage calculations, medication preparation and administration protocols. Students may use a basic calculator in the exam. The pass mark is set at **90%.**

Students are required to review all previous Medication Calculation material and exercises. Completion of the practice quiz at the end of Chapters 8, and 9 in the current Clinical Calculation

text(Henke's Med Math) is **Mandatory**. All calculations must be written out and this material must be presented to your instructor prior to completing the Medication exam. Failure to do so will result in a course failure.

Students will have **two opportunities to pass** the Medication Calculation Proficiency exam. **Failure to pass the exam will result in a course failure**.

Should it be necessary, the student and the tutor will schedule the exam re-write in the Skill Centre at a mutually agreed upon time.

Assignment 1: Research of Best Practice and Application to Nursing Care

This assignment will be due in stages as assigned by your instructor/tutor. The purpose of this assignment is to apply research of evidence of best practice to a nursing care plan and/or teaching plan for a medical/surgical client. This assignment contributes **25%** towards the course grade.

Assignment 2: Building Your Professional Portfolio

You are **expected** to maintain and enhance your Professional Portfolio begun in Nursing Foundations I during each Nursing Foundations course. At the end of each of these courses, you will submit to your instructor/tutor evidence of having maintained and enhanced your Professional Portfolio.

This assignment contributes **10%** to final grade

Clinical Integration Assessment

The clinical integration assessment provides the opportunity to demonstrate the integration of the nursing process, nursing metaparadigm, client teaching, and nurse-client relationship required to practise safe medical/surgical nursing care. Demonstration of nursing skills is performed in a simulated clinical situation. You must achieve a passing mark of 80% on this clinical integrative assessment to receive a **pass**.

If you do not receive 80% on the clinical integration assessment, a second opportunity will be provided. If you do not receive 80% on your second attempt, you will be required to repeat the entire Nursing Foundations III course.

Midterm Exam

This multiple-choice exam contributes **25%** toward the course grade. It covers course information from Unit 1 through Unit 5.

Final Exam

This multiple-choice exam contributes **40%** toward the course grade. It covers all course information from Unit 1 through Unit 12.

MEDICATION CALCULATION PROFICIENCY EXAM

Due date: September 20, 2013

The exam will include course appropriate level of application of dosage calculations, medication preparation and administration protocols. Students may use a basic calculator in the exam. The pass mark is set at **90%.**

Students are required to review all previous Medication Calculation material and exercises. Completion of the practice quiz at the end of Chapters 8, and 9 in the current Clinical Calculation text (Henke's Med Math) is **Mandatory**. All calculations must be written out and this material must be presented to your instructor prior to completing the Medication exam. Failure to do so will result in a course failure.

Students will have **two opportunities to pass** the Medication Calculation Proficiency exam. **Failure to pass the exam will result in a course failure**.

Should it be necessary, the student and the tutor will schedule the exam re-write in the Skill Centre at a mutually agreed upon time.

ASSIGNMENT 1: RESEARCH AND APPLICATION TO NURSING CARE

Due date: September 30, 2013

In this assignment, you will have the opportunity to do the following:

- Research best practice nursing related to a medical/surgical client.

- Apply research of best practice to a nursing care plan to promote health for a medical/surgical client.

- Demonstrate critical thinking applicable to care of a medical/surgical client.

Through this assignment, you will write a scholarly paper on a procedure or issue that may have an impact on the recovery and health of a medical/surgical client. You will apply your research to the care of the client by identifying how the evidence applies to the best care of the client, including health teaching that is applicable to the recovery and health promotion of the client in the acute-care or home setting.

You may be requested to submit various portions of this assignment at different times by your instructor/tutor.

1. This assignment must be typewritten (word-processed) and follow APA 6th edition format.

2 **. Part A**: *Research*. The research portion of this assignment should identify the impact on the care and recovery of the medical/surgical client and how the evidence supports best practice of nursing care. Reference at least three (3) sources published within the last three years – current journal articles, reputable medical websites or textbooks. This section of the assignment should not be more than three (3) pages long.

3**. Part B**: *Care Plan or Teaching Plan*. Select a medical/surgical client that you cared for in your acute-care practicum experience. The care plan portion of this paper may be completed using the forms provided or in a scholarly paper format (maximum 3 pages). If you choose to submit your plan in a scholarly paper, use APA 6th edition format.

4. Submit the marking guide with your assignment. See **APPENDIX A** for marking guide

Instructions

PART A: RESEARCH

Select one of the potential topics below, or select a topic that interests you. Ensure your topic addresses an issue or procedure that impacts the recovery or health promotion of the medical/surgical client. You are strongly encouraged to discuss any topics not listed below with your instructor/tutor prior to starting this assignment.

You are asked to research your topic of choice for evidence-based practice ("best practice") that allows optimal recovery and health promotion for an adult medical/surgical client.

Potential Topics

- Care and use of different types of chest tubes (e.g., wet/dry/Heimlich valves)

- Different types of wound dressings (Adaptic, VAC wound care, All Dress, etc.) and their impact on wound healing

- Increasing incidents of super-infections (ESBL, VRE, MRSA, etc.) in the acute-care setting and how these can be avoided

- Types and trends of post-op infections in the acute-care setting in Alberta

- Clean vs. sterile techniques for tracheostomy care, bladder irrigation, or intermittent catheterization

- Preventing complications such as DVTs, respiratory complications, and skin breakdown in the immobilized client (skeletal traction, external fixators, strict bed rest, etc.)

- Issues of early discharge of the post-op client from the acute-care setting

PART B: CARE PLAN

Use the evidenced-based practice you researched and apply it to a care plan for a chosen medical/surgical client. Include interventions applicable to the care of the client, and health promotion teaching that is applicable to the acute-care setting as well as the home setting after discharge.

Below are some examples of scenarios of patients your instructor may let you choose for your careplan if you have not had experience with a client that fits your research. Please see your instructor if you would like to use one of these scenarios

1. A 45 year old gentleman arrived in the Emergency Department after falling from his roof while hanging Christmas lights. He has a fractured pelvis and a fractured left femur. He went to the Operating Room and arrived on your surgical unit post-operatively. He had an ORIF to his pelvis and left femur. He has an external fixator to both wounds and skeletal traction to his left leg. You will be his nurse.

2. You are caring for a 23 year old male who came from work to the ER with difficulty breathing. He was diagnosed with a spontaneous pneumothorax of his left lung field. A chest tube was inserted. The patient was stabilized and sent to your medical unit. You will be his nurse.

3. You have been performing in and out catheterizations q4-6h on your patient who is unable to void on her own. She will be going home tomorrow, performing this procedure at home on her own. You are going to teach her today how to perform this procedure at home.

4. There has been an outbreak of c-difficil on your unit. You are caring for 2 of the 4 patients who have been confirmed cases.

5.   You are caring for a 47 year old woman who had an abdominal hysterectomy yesterday evening. She calls you into the room and states "I heard a pop and my dressing feels wet".

6.   The ER department has 4 patients that require beds on your unit. You are caring for a 21 year old newly diagnosed diabetic who has been stabilized. He still requires education regarding his disease and how to manage it. You are told to discharge him home as the bed is needed for another patient.

7.   You are caring for a 20 year old male patient who was involved in a motor vehicle collision three days ago. He has a large open wound to his left calf. A wound vac has been placed in the wound. He also has a simple dressing to his left arm that covers a wound that is approximately 15 cm and has been sutured.

ASSIGNMENT 2: BUILDING YOUR PROFESSIONAL PORTFOLIO

Due date: October 3, 2013

You are **expected** to maintain and enhance your Professional Portfolio begun in Nursing Foundations I during each Nursing Foundations course.

The purpose of a cumulative Professional Portfolio is to develop documentation you can use to secure employment in a health-care setting as a practical nurse graduate.

- At the end of each Nursing Foundations course you will submit to your instructor/tutor evidence of having maintained and enhanced your Professional Portfolio.

- Submission may be electronically through websites available in the College or in hard copy using the form below.

- **Do not submit** the entire Professional Portfolio unless requested to do so by your instructor/tutor.

- The **report** does **not** replace work on the Professional Portfolio but is an indication that you met expectations.

- This assignment is will contribute **10%** towards the final grade for this course.

- See Appendix C for marking guide.

Categories to continue to build as applicable to the learning of each Nursing Foundations course are:

A. <u>Personal:</u>
- o Personal goals
- o Personal interests
- o Education
- o Experiences
- o Achievements

B. <u>Professional:</u>
- o Philosophy of practical nursing
- o Resume and cover letter
- o Appraisals and evaluations
- o Reflective practice
- o Leadership
- o Scholarly papers

- Nursing care plans
- Client teaching plans
- Professional goals
- CPRNE study plan
- Continuing competency achievement

Continuing Competency Achievement

Continuing competency achievement is an essential aspect of the professional portfolio. Review the competencies from the Course Outline or from the Competency Profile on the CLPNA website at www.clpna.com that apply to this course. Choose the most significant competency you learned in this course. Reflect on the following questions: Using the "Proficiency Categories" below, how would you rate your proficiency in this competency? What did you do to achieve this competency? Why is this competency meaningful or significant? How will you use this learning in your nursing practice?

PROFICIENCY CATEGORIES

Excellent: integrates competency theory with other knowledge, skills, and attitudes so that it becomes seamless/automatic as part of everyday nursing practice

Good: understands competency in theory and in scenarios and nursing practice

Fair: understands the competency in theory; unable to apply it to scenarios or nursing practice

Poor: does not understand content related to the competency

*You will be expected to finalize your Professional Portfolio and to create a Continuing Competency Program Learning Plan/Binder upon completion of **Nursing Foundations VIII.***

Report on Progress of Professional Portfolio

DESCRIPTION OF ONE SIGNIFICANT LEARNING EXPERIENCE IN THIS COURSE	

WHAT I LEARNED	
WHY IT WAS MEANINGFUL/ SIGNIFICANT	
HOW I WILL APPLY THIS LEARNING IN NURSING PRACTICE	
ADDITIONAL COMMENTS	

Student Name: _____

Course: _____

Date: _____

Instructor/Tutor: _____

Clinical Integration Assessment

In this assignment, you will be assessed on your performance in the following manner:

- The clinical integration assessment provides the opportunity to demonstrate the integration of the nursing process, nursing metaparadigm, client teaching, and nurse-client relationship required to practise safe medical/surgical nursing care. Demonstration of nursing skills is performed in a simulated clinical situation. **You must achieve a passing mark of 80% on both the simulation and the written portion of this clinical integrative assessment to receive a pass.**

- If you do not receive 80% on the clinical integrative assessment, a second opportunity will be provided. If you do not receive 80% on your second attempt, you will be required to repeat the entire Nursing Foundations III course.

- See **APPENDIX B** for marking guide

Instructions

You will be given scenarios prior to simulation testing.

You must bring a careplan for the scenario you are given for testing (Remember you will not know which scenario you will be given)

You will be given one of the previous scenarios and will be asked to provide care to the patient

You will have 30 minutes to review the patients chart, organize your plan of care and perform nursing care for your patient.

You will have 30 minutes for documentation and reflective practice.

ORGANIZATION PLAN

Bring to your simulation:

- A nursing care plan for the scenario you will be given. Remember you will not know which scenario you will be given so you must prepare a nursing care plan for ALL scenarios.

- From the information provided in the case study, write one priority nursing diagnosis and one client-centred goal. Plan the nursing care for three nursing interventions, including one intervention focusing on teaching.

- Research any medication in the case study that you have selected. Include the medication name, purpose, safe dosage, and nursing assessment required prior to administration.

NURSING CARE

Complete the following within 30 minutes:

- Demonstrate nursing care following the nursing process: assess client, implement interventions in a safe manner, and explain how each intervention would be evaluated.

- Demonstrate the nurse/client relationship by establishing rapport. Explain care, and promote comfort, safety, and privacy.
- Demonstrate effective communication when caring for the client.

DOCUMENTATION

Complete the following within 30 minutes:

- Document your assessment findings following the documentation criteria.
- Identify the priority information that requires reporting.
- Reflect on the clinical integration assessment – what went well, what could have been improved upon, and identify modifications.

Clinical Integration Assessment: Student Guidelines

The Clinical Integration Assessment will take a total of **60** minutes.

You must demonstrate as well as vocalize your assessment and care so the instructor observing your performance is aware of what you are assessing and your findings.

You will chart only those assessments and nursing care that you provided during the clinical demonstration. You **should not** chart assessments and nursing care you did not perform.

REMEMBER: You must pass each section with 80% in order to pass the Clinical Integration Assessment. Failure of one section will constitute a failure in the course.

ORGANIZATION PLAN FOR CLINICAL INTEGRATION ASSESSMENT

PRIORITY NURSING DIAGNOSIS			
CLIENT-CENTRED GOAL (Using SMART Criteria)			
NURSING INTERVENTION • Identify one intervention related to nursing care. • Identify one intervention related to medication administration. • Identify one intervention related to teaching.	1)	2)	3)
MEDICATION RESEARCH			
Medication name			

Purpose	
Safe dose? (Yes or no). Show rationale.	
Nursing assessment (prior to medication administration)	

Documentation Guidelines

CRITERIA	
Assessments	All relevant information included
Interventions: *Medications*	Documented medications on applicable forms – MAR/Narcotic Record/ Diabetic Record
Nursing Care	Nursing care documented: • in chronological order • pertinent information included • used appropriate terminology
Evaluation	Assessed effectiveness of nursing interventions and client response to treatment • medications administered • nursing care provided
Documentation format	• Wrote date appropriately • Used 24-hour clock • Used correct spelling • Used appropriate terminology • Demonstrated appropriate use of "Do Not Use" abbreviations • Corrected written errors appropriately or documented without written errors • Did not have blank spaces • Wrote legibly • Wrote signature and designation appropriately

CLPNA Competencies

The following CLPNA competencies are learned during the Nursing Foundations I course:
All students must practice in a manner that is consistent with:

- A: Nursing Knowledge

- B: Nursing Process

- C: Safety

- D: Communication and Interpersonal Skills

- E: Nursing Practice

- F: Respiratory Care

- G: Surgical Nursing

- H: Orthopedic Nursing

- I: Neurological/Neurovascular Nursing

- J: Cardiovascular Nursing

- N: Emergency Nursing

- T: Occupational Health and Safety

- U: Medication Administration

- V: Infusion Therapy

Refer to www.clpna.com for references

REQUIRED TEXTS

Required Textbooks and Resources

PRIMARY TEXT

Day, R. A., Paul, P., Williams, B., Smeltzer, S. C., & Bare, B. (2010). *Textbook of medical/surgical nursing* (2nd Cdn. ed.). Philadelphia, PA: Lippincott Williams & Wilkins.

Potter, P.A., Perry, A.G., Ross-Kerr J.C., & Wood M.J. (2009). *Canadian fundamentals of nursing* (4th ed.). Toronto, ON: Elsevier.

Practical Nurse Collaborative Curriculum. (2011). *Nursing foundations III: Medical/surgical nursing*. Course materials.

OTHER REQUIRED RESOURCES

Drug guide or online drug guide such as Medline Plus:
http://www.nlm.nih.gov/medlineplus/druginformation.html

Medical dictionary or online medical dictionary such as Medline Plus:
http://www.nlm.nih.gov/medlineplus/mplusdictionary.html

Internet Resources to Supplement Text Readings

Allen, S.L. (2006). Mentoring: The magic partnership. *Canadian Operating Room Nursing Journal* 24.4: 30-38.

Canadian Medical Association. (2004). *The Canadian adverse events study: The incidence of adverse events among hospital patients in Canada*. Retrieved from http://www.cmaj.ca/content/170/11/1678.full

Institute for Healthcare Improvement. (n.d.). *SBAR technique for communication*. Retrieved from http://www.ihi.org/knowledge/Pages/Tools/SBARTechniqueforCommunicationASituationalBriefingModel.aspx

ASSIGNMENT 1: RESEARCH AND APPLICATION TO NURSING CARE – MARKING GUIDE

KEY CONTENT	MARKING GUIDE			
POINTS:	**5**	**3**	**1**	**0**
PART A: RESEARCH PAPER				
Identified the issue or trend that may impact the recovery and health of the client in the acute-care setting	Excellent	Satisfactory	Minimal	None
Discussed how the issue or trend impacts the recovery and health of the client in the acute-care setting	Excellent	Satisfactory	Minimal	None
Identified how evidence supported by literature applies to the best care of the client	Excellent	Satisfactory	Minimal	None
Identified health promotion teaching supported by literature applicable to the client	Excellent	Satisfactory	Minimal	None
Identified how literature-supported evidence promotes recovery and health of the client in the home setting	Excellent	Satisfactory	Minimal	None
				/25

Comments:

PART B: CARE PLAN

Nursing Diagnosis

Wrote a nursing diagnosis statement that relates to an actual problem and included client strength or health need, related factors, and evidence presented	Excellent	Satisfactory	Minimal	None
Wrote a nursing diagnosis statement that focused on a potential problem and included client strength or health need, related factors, and evidence presented	Excellent	Satisfactory	Minimal	None

KEY CONTENT	MARKING GUIDE			
POINTS:	**5**	**3**	**1**	**0**
Wrote a nursing diagnosis statement that focused on wellness and included client strength or health need, related factors, and evidence presented	Excellent	Satisfactory	Minimal	None
				/15

Comments:

GOALS/EXPECTED OUTCOMES

Wrote one goal/expected outcome for each diagnosis	Excellent	Satisfactory	Minimal	None
Wrote a goal/expected outcome that included measurable criteria by using the SMART criteria	Excellent	Satisfactory	Minimal	None
				/10

Comments:

INTERVENTIONS

Included 3 nursing interventions per goal related to trend/issue; recovery and health promotion teaching applicable to acute care as well as home setting after discharge	Excellent	Satisfactory	Minimal	None
Provided support for interventions with evidence from the literature	Excellent	Satisfactory	Minimal	None
				/10

Comments:

TOTAL	**/60**

Submit this marking guide with the assignment.

APA AND GRAMMAR: MARKING GUIDE

KEY CONTENT	MARKING GUIDE			
POINTS:	**1**	**0.5**	**0.25**	**0**
TITLE PAGE				
Included: header and page number; running head; date. Remaining items centred: title of paper, student name, college name, course and section number, assignment name and number, instructor name	Excellent	Satisfactory	Minimal	None
BODY OF PAPER				
Paper organized – header and page number; introduction, body and conclusion; appropriate margins, double-spaced throughout, indent 5 spaces or 1 tab for new paragraphs, correct font – Times New Roman, 12-pt. font.	Excellent	Satisfactory	Minimal	None
REFERENCES				
Citations in body of paper follow APA format	Excellent	Satisfactory	Minimal	None
References, on separate page, follow APA format	Excellent	Satisfactory	Minimal	None
GRAMMAR AND SPELLING				
Grammar appropriate and words spelled correctly (< 5 errors)	Excellent	Satisfactory	Minimal	None
TOTAL				**/5**

Comments:

GRAND TOTAL (ALL MARKING GUIDES)	**/65**

Submit this marking guide with the assignment.

CLINICAL INTEGRATION ASSESSMENT MARKING GUIDE

	5	**3**	**1**	**0**
ORGANIZATION PLAN				
Nursing Diagnosis and Goal	Identified a priority nursing diagnosis and a client-centred goal using the SMART criteria	Identified a nursing diagnosis that is not a priority, but able to identify a client-centred goal	Only able to identify the nursing diagnosis or client-centred goal (not both)	Unable to identify a nursing diagnosis or a client-centred goal
Planning of Nursing Interventions	Identified 3 nursing interventions: one focusing on teaching	Identified 2 nursing interventions	Identified 1 nursing intervention	Unable to identify any nursing interventions
Medication Research	Medication researched, medication name provided, purpose explained, safe dose identified, and nursing assessment required prior to administration included	Partial completion: majority of information included on organization plan	Partial completion: only 2 pieces of information included on the organization plan	Medication not researched
TOTAL	/15			
Comments:				
NURSING CARE				

	5	**3**	**1**	**0**
Focused Assessment	All appropriate focused assessments completed related to nursing care required	Components of the focused assessment related to nursing care incomplete	Unable to focus the assessment; missed an essential focused assessment	No assessment completed
Implementation of Nursing Interventions	Demonstrates independent practice, application of safety principles, and is able to adapt nursing care by modifying practice. Demonstrates realistic time management and performs interventions by priority.	Demonstrates independent practice, application of safety principles, and is able to adapt nursing care by modifying practice. Demonstrates realistic time management, but does not perform interventions by priority.	Demonstrates independent practice and application of safety principles but is unable to adapt nursing care by modifying practice. Demonstrates unrealistic time management; does not perform interventions by priority.	Unprepared; unorganized; not individualized; unsafe or inappropriate interventions demonstrated. Does not recognize violations of nursing principles and does not modify practice
Evaluation	Explained how the three interventions would be evaluated	Explained how two interventions would be evaluated	Explained how one intervention would be evaluated	No evaluation performed
Nurse/Client Relationship	Introductions provided. Demonstrates privacy and respect. Goal achieved with client collaboration	Introductions are provided. Demonstrates privacy and respect, goal not achieved with client collaboration	Introductions are provided. Does not demonstrate privacy and respect, and goal not achieved with client collaboration	Introductions are not provided. Does not demonstrate privacy and respect, and goal not achieved with client collaboration
Communication	Clearly explains plan of care to the client	Generally communicates well; explains carefully to client; gives clear directions; could be more effective to establish rapport	Shows some communication ability (giving directions); displays caring but not competence	Has difficulty communicating; explanations are confusing; directions are unclear or contradictory. Level of anxiety impedes performance
TOTAL	/25			

	5	3	1	0
Comments:				
DOCUMENTATION AND REFLECTION				
Documentation and Reporting	Followed all of the following documentation guidelines: Relevant assessment documented; nursing care charted in chronological order with pertinent information included and appropriate terminology used. Effectiveness of nursing interventions and client response to treatment evident. Followed correct documentation: date written correctly, used correct spelling, used 24-hr clock, corrected any written errors appropriately, did not leave blank spaces, wrote legibly, and wrote signature and designation appropriately. Medication documented on applicable forms. Able to identify the priority information to report	Missed minority of the documentation guidelines. May or may not be able to identify priority information to report	Missed majority of the documentation guidelines. Unable to identify priority information to report.	Missed all of the documentation guidelines. Unable to identify priority information to report.

	5	3	1	0
Reflection	Able to identify what went well and not so well during the clinical integration assessment by capturing all three components: organizational plan, nursing care, and documentation. Able to identify future modifications	Able to identify what went well and not so well during the clinical integration assessment by capturing only 2 components: organizational plan, nursing care, or documentation. Able to identify future modifications	Able to identify what went well and not so well during the clinical integration assessment by capturing only one component: organizational plan, nursing care, or documentation. Unable to identify future modifications	No reflection demonstrated
TOTAL	**/10**			

Comments:

GRAND TOTAL	**/50**			

Comments:

ASSIGNMENT 2: COMPETENCY PROFILE

DESCRIPTION OF ONE SIGNIFICANT LEARNING EXPERIENCE IN THIS COURSE	5 Marks Description of Event
WHAT I LEARNED FROM THE EXPERIENCE	10 marks Reflect on experience and its relationship to the course content and how it impacted your learning
WHY IT WAS MEANINGFUL/ SIGNIFICANT	15 marks Explain the significance of the learning experience as to why it was meaningful for you
HOW I WILL APPLY THIS LEARNING IN NURSING PRACTICE	15 marks Demonstrate the application of the learning experience to your nursing practice now and in the future
ADDITIONAL COMMENTS	5 Marks Other experience that may enhance learning in the course Any other comments that may be pertinent to the course

Student Name: _____

Course: _____

Date: _____   Instructor/Tutor:_____